

KINGSBURY ELEMENTARY

825 Kingsbury Road
Sumter, South Carolina 29154

GRADES K-5 Elementary School

ENROLLMENT 566 Students

PRINCIPAL Dr. Cornelius Leach 803 775-6244

SUPERINTENDENT Zona W. Jefferson, Ph D 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	61	29	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

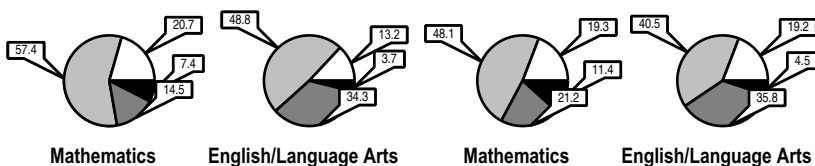
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	247	99.6	13.1	48.4	34.4	4.1	54.1	Yes	Yes
Gender									
Male	117	99.2	17.5	51.8	27.2	3.5	46.5		
Female	130	100.0	9.2	45.4	40.8	4.6	60.8		
Racial/Ethnic Group									
White	108	99.1	8.4	41.1	43.9	6.5	72.0	Yes	Yes
African-American	136	100.0	17.2	53.7	27.6	1.5	39.6	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	100.0	10.3	47.5	38.2	3.9	58.3		
Disabled	41	97.6	27.5	52.5	15.0	5.0	32.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	99.6	13.1	48.4	34.4	4.1	54.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	247	99.6	13.1	48.4	34.4	4.1	54.1		
Socio-Economic Status									
Subsidized meals	124	100.0	13.9	59.8	23.0	3.3	38.5	Yes	Yes
Full-pay meals	123	99.2	12.3	36.9	45.9	4.9	69.7		

Mathematics - State Performance Objective = 15.5%									
All Students	247	99.6	20.1	57.0	15.2	7.8	41.8	Yes	Yes
Gender									
Male	117	99.2	21.1	58.8	13.2	7.0	38.6		
Female	130	100.0	19.2	55.4	16.9	8.5	44.6		
Racial/Ethnic Group									
White	108	99.1	8.4	51.4	27.1	13.1	61.7	Yes	Yes
African-American	136	100.0	29.9	61.2	6.0	3.0	26.1	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	100.0	15.7	59.8	16.7	7.8	45.6		
Disabled	41	97.6	42.5	42.5	7.5	7.5	22.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	99.6	20.1	57.0	15.2	7.8	41.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	247	99.6	20.1	57.0	15.2	7.8	41.8		
Socio-Economic Status									
Subsidized meals	124	100.0	32.0	59.8	6.6	1.6	25.4	Yes	Yes
Full-pay meals	123	99.2	8.2	54.1	23.8	13.9	58.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	82	100.0	11.3	43.8	40.0	5.0	45.0
	Grade 4	91	100.0	12.6	49.4	35.6	2.3	37.9
	Grade 5	99	100.0	18.3	49.5	31.2	1.1	32.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	92	100.0	8.7	38.0	44.6	8.7	53.3
	Grade 4	75	98.7	16.4	56.2	26.0	1.4	27.4
	Grade 5	80	100.0	15.0	56.3	28.8	N/A	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	82	100.0	23.8	46.3	17.5	12.5	30.0
	Grade 4	91	100.0	9.2	56.3	21.8	12.6	34.5
	Grade 5	99	100.0	25.8	46.2	23.7	4.3	28.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	92	100.0	18.5	63.0	13.0	5.4	18.5
	Grade 4	75	98.7	24.7	50.7	17.8	6.8	24.7
	Grade 5	80	100.0	17.5	60.0	12.5	10.0	22.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 566)				
First graders who attended full-day kindergarten	93.8%	N/C	100.0%	100.0%
Retention rate	4.7%	Down from 6.3%	2.7%	2.7%
Attendance rate	99.5%	Up from 96.8%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		3.1%	3.5%
Eligible for gifted and talented	15.2%	Down from 18.1%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	Up from 5.7%	9.2%	8.2%
Older than usual for grade	3.0%	Up from 2.2%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	47.7%	Down from 48.8%	52.0%	51.4%
Continuing contract teachers	88.6%	Down from 93.0%	90.6%	87.5%
Highly qualified teachers**	94.7%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	2.6%		0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 83.6%	88.0%	86.7%
Teacher attendance rate	93.8%	Up from 92.8%	95.0%	94.9%
Average teacher salary	\$37,196	Down 2.9%	\$40,915	\$40,760
Prof. development days/teacher	9.8 days	Down from 23.5 days	12.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.5 to 1	19.0 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 83.3%	90.3%	90.0%
Dollars spent per pupil*	\$6,486	Up 3.8%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	70.4%	Up from 69.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingsbury Elementary School's administrative staff and faculty continue to strive to make Kingsbury a great learning community and a family oriented school. We are blessed with a beautiful school facility, competent and caring teachers, hard working and discovery learning students, and supportive and involved parents. These qualities make Kingsbury a special environment for learning for our students.

One major accomplishment for the 2003-2004 school year was the continued implementation of Strategies that Work training workshops. All staff members participated in the workshops and incorporated the strategies into their instructional practices.

Several programs implemented by the faculty and staff members in the past that were effective will be continued. One is the Wee Deliver Post Office, which provides students the opportunity to write letters to friends throughout the school. The Reading Renaissance and STAR Reading programs that encourage students to read independently at their reading level will be continued as well. Reading Recovery will remain in the first grade along with small group literacy for students needing additional assistance. To assist with the math curriculum, the science lab teacher will incorporate math and science standards to give additional support to the classroom teacher.

Kingsbury's students traditionally perform well on the Palmetto Achievement Challenge Test (PACT). In 2003, the students scored above the district and state averages on all areas of the PACT in the percent of students meeting the standard. Also, our students met Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB). While our students overall scored well, the faculty, staff, and parents were disappointed with the improvement rating of "unsatisfactory." In an effort to improve in this category, the teachers established after school tutorial sessions to assist those students in improving their PACT scores and developed small groups based on MAP testing.

We are very proud of our students for their involvement in service learning projects. Last year, we participated in the Salvation Army's food drive, a weekly recycling project, Jump Rope for Heart, the March of Dimes Walk America, and Pennies for Patients. In all, our students raised and collected more than \$5,000.00 for charity projects.

We, at Kingsbury, believe that "It takes a village to raise a child." Our school and community involvement has manifested itself in what our students have done in the last school year.

Cornelius B. Leach, Ed.D.
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	74	63
Percent satisfied with learning environment	92.9%	90.5%	88.9%
Percent satisfied with social and physical environment	96.4%	85.9%	85.7%
Percent satisfied with home-school relations	71.4%	91.7%	77.8%

*Only students at the highest elementary school grade level at this school and their parents were included.